

ADHD: An Introduction

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Defining ADHD

ADHD is a developmental disorder that impacts parts of the brain that helps us plan, focus, and execute tasks.

Those with ADHD have challenges with impulse control, inattentiveness, time management, sustaining focus, emotional regulation, planning & organization.

Estimated number of youth between the ages of 3-17 diagnosed with ADHD is 6 million or 9.8% of the U.S. population, between 2016-2019, according to a CDC report.

There are disparities based on race, gender and socioeconomic factors.

Boys are more likely to get a diagnosis of ADHD than girls.

Girls are more likely to be misdiagnosed due to having different symptoms that are under the radar.

This is commonly referred to as the ADHD ICEBERG.

IMPACT OF NOT TREATING ADHD

***PROBLEMS AT SCHOOL (BEHAVIORAL, ACADEMIC)**

***PROBLEMS IN FAMILY AND SOCIAL RELATIONSHIPS**

***PROBLEMS AT WORK**

***INCREASED RISK
FOR SUBSTANCE USE, RISKY SEXUAL CHOICES**

***BEHIND THE WHEEL**

***MENTAL HEALTH STRUGGLES**



"It's estimated that by age 12, children who have ADHD receive 20,000 more negative messages from parents, teachers, and other adults than their friends and siblings who do not have ADHD."

-WILLIAM W. DODSON, MD

THE ADHD ICEBERG

What people see...

INATTENTION

HYPERACTIVITY

IMPULSIVITY

WHAT PEOPLE DON'T SEE...

Poor sleep
Easily bored
Disorganised
Depression
Mood swings
Low self-esteem
Hyperfocus
Learning difficulties
Difficulty maintaining relationships
OCD
Anxiety
Often late
Sensory issues
Forgetting to eat
Emotionally reactive
Poor working memory



At The ADHD Centre, we offer **online ADHD assessments** for both adults and children. If you would like some further guidance or support on managing ADHD then please contact us at The ADHD Centre on **0800 061 4276** or via connect@adhdcentre.co.uk.

Hyperactive Type of ADHD



SYMPTOMS INCLUDE

- Has difficulty sitting still for long periods of time, children may squirm or leave their seats when they are expected to remain seated.
- May feel the need for constant movement, smaller children may run, jump or climb constantly
- May fidget constantly
- Feel restless and may struggle with impulsivity, have difficulty waiting their turn
- May interrupt a lot, speak at inappropriate times and act without thinking

This is the most recognizable type of ADHD. This type of ADHD is more often diagnosed in children and men.

Inattentive Type of ADHD



SYMPTOMS INCLUDE

- Often fails to pay close attention to details, makes careless mistakes in schoolwork, projects, etc..
- Often easily distracted, has trouble holding attention on tasks or activities
- Often doesn't follow through with instructions, doesn't finish schoolwork, workplace duties or chores
- Has difficulty organizing or finishing tasks
- Often loses items needed for tasks and activities - phone, textbooks, glasses, keys, etc...
- Often forgetful and distracted by stimuli
- Often doesn't seem to listen when spoken to directly

Inattentive ADHD is a subtype of attention deficit hyperactivity disorder. The symptoms are often missed by parents, teachers, and medical professionals, and those with this type of ADHD rarely get the diagnosis and treatment they need.

Combined Type of ADHD



SYMPTOMS INCLUDE

- Symptoms of the other two types are equally present in the person
- Will exhibit some of the following symptoms of inattention - short attention span, difficulty listening to others, difficulty with details, easily distracted, forgetful, and poor organizational and/or study skills
- Will exhibit some of the following symptoms of impulsivity and hyperactivity - often interrupts, has difficulty waiting their turn, blurts out answers, takes risks, acts without thinking, seems to be in constant motion, has difficulty remaining seated, talks excessively, fidgets, loses and forgets things

Combined Type is a subtype of attention deficit hyperactivity disorder. The most common type of ADHD, Combined Type is characterized by impulsive and hyperactive behaviors as well as inattention and distractibility.

WHAT ADHD ISN'T

1. ADHD IS NOT A MENTAL ILLNESS.
2. ADHD IS NOT A BEHAVIORAL ISSUE.
3. ADHD DOES NOT IMPACT A PERSON'S INTELLIGENCE.
4. ADHD IS NOT OVERDIAGNOSED, OVERTREATED, NOR IS A DIAGNOSIS 'MADE UP' BY THE MEDICAL COMMUNITY.

WHAT ADHD IS...

1. **A BRAIN-BASED DISORDER THAT IMPACTS EXECUTIVE FUNCTIONING AND EMOTIONAL REGULATION.**
2. **STUDIES OF ADHD (LANCET PSYCHIATRY, CDC, ETC.) ALL CONCLUDE THE UNDERDIAGNOSIS OF ADHD, PARTICULARLY IN FEMALES, AND MINORITY GROUPS.**
3. **FIRST MENTIONED IN THE WRITINGS OF DR. ALEXANDER CRICHTON IN 1798.**
4. **SCIENTIFIC AMERICAN (2019) CREATIVE COGNITION**



"ADHD is a life disorder. It's very important not to think of this as an academic disorder, we've done that for much too long. This is a life issue. It really interferes with our life and with being successful and reaching our potential."

- PATRICIA QUINN, MD

WHAT IS EXECUTIVE FUNCTIONING?

**ARE THE MENTAL PROCESSES THAT ENABLE US TO
PLAN, FOCUS ATTENTION, MULTI-TASK, REMEMBER
INSTRUCTIONS.**

THINK OF AN AIR TRAFFIC CONTROL SYSTEM

Executive Functioning Challenges for ADHD

Russell Barkley, PhD and Tom Brown, Phd, two leading researchers in the field of ADHD, had identified several challenges in the area of executive functioning skills for those with ADHD:

1. Nonverbal Working Memory
2. Verbal Working Memory
3. Planning and Organization
4. Emotional Dysregulation

The
MIGHTY

**"PICTURE A
ROOM WITH
1,000 TVS WITH
EACH TV SHOWING
SOMETHING
DIFFERENT.
NOW TRY AND
CONCENTRATE
ON JUST ONE
TV WITH OUT
GETTING DISTRACTED."**

— Damian DaViking Aird

Executive Functioning Challenges on a Daily Basis

@Pathway 2 Success - www.thepathway2success.com

"I'm trying to pay attention but I just can't right now."

"I want to start but I have no clue how to."

"I am trying to listen but all I can think about is gym class coming up."

"I'm late again. I just can't keep track of the time."

"This is too hard. I should just give up."

"I did my homework but I can't find it."



"I lost my paper again."

"What did the teacher say? She's going too fast for me."

"Homework? I didn't even know there was any."

"A product due in two weeks? I can't think ahead that far."

"I know I shouldn't shout out but I just wanted to say something."

"Where did I put my pencil? I just had it."

www.thepathway2success.com

Clipart by Whimsy Workshop
Teaching & Teacher Karma

Telling a child with ADHD to concentrate harder or to stop daydreaming is like asking a child who is nearsighted to try to see farther when he's not wearing glasses.

- Nelson J. Dorta



BOOSTING EF SKILLS

NonVerbal and Working Memory/Planning & Organization:

Break big chunks of information into smaller pieces.

Checklists for tasks WITH multiple steps

Develop routines.

Mind Mapping-VISUAL CUES

Brain Training programs like CogMed

Exercise/Individual Sports

EXAMPLES TO BUILD EXECUTIVE FUNCTIONING SKILLS

<https://developingchild.harvard.edu/resources/activities-guide-enhancing-and-practicing-executive-function-skills-with-children-from-infancy-to-adolescence/>

TIME BLINDNESS

***HALLMARK SYMPTOM OF ADHD**

***DEFINED AS THE INABILITY/DIFFICULTY IN SENSING THE PASSAGE OF TIME IMPACTING MANY ASPECTS OF A PERSON'S LIFE.**

TOOLS OF USE TO COMBAT TIME BLINDNESS:

Planners that can “break down time”- CHUNKING

Multiple alarms with different tones for different tasks

Use a planner (written)

Be aware of “time sucks”

EMOTIONAL REGULATION “TRUTHS”

- 1. Intensive emotions are a hallmark of ADHD.**
- 2. Emotional regulation begins in the brain.**
- 3. Those with ADHD can be swept away by an emotion fast.**
- 4. Social anxiety is prevalent amongst those with ADHD.**
- 5. Emotions are tied to memory.**
- 6. Those with ADHD have challenges with task that give off delayed rewards. Instant/Short-Term rewards have more impact.**
- 7. Living with ADHD have a higher rate of Dysthymia, due to negative feedback and criticism by others and themselves.**
- 8. A Multi-modal approach is most effective to manage anxieties, low self-esteem.**

ADHD Social Dilemmas

- Fighting the urge to not interrupt someone.
- Too busy daydreaming to keep up with the conversation.
- Completely losing your train of thought mid sentence.
- “Damn did I really just say that” 🤦

“

Emotion regulation is a big part of ADHD that has been traditionally ignored.

”

—Joel Nigg, Ph.D.

HARNESSING THE EMOTIONAL BRAIN TO REGULATE EMOTIONS

Be proactive and remain positive. Children with ADHD put A LOT of effort into being controlled and doing well.

Assist your child with proactively regulating positive emotions to reduce challenging behaviors while building self-esteem and worth.

- 1. Be a Role Model.**
- 2. Help with accurately labelling feelings.**
- 3. Behavior Parent Training.**
- 4. Mindfulness Techniques**

**GIVING CHILDREN THE ABILITY TO IDENTIFY AND
VERBALIZE THEIR FEELING IS A CRUCIAL FIRST STEP
IN EQUIPPING THEM TO SELF-REGULATE.**

“Zones of Regulation”

**Methodology used for all ages (in different ways) to teach
students how to identify emotions and to “self-check”**

Behavioral Parent Trainings

You are the key in helping your child!!!

Behavior Parent Trainings assist parents in learning skills/strategies to manage their children's emotions, behaviors, to boost their emotional regulation.

The focus is on what is done right as opposed to what is done wrong.

Proactive methods to assist parents in teaching their children necessary skills/strategies not only with ER but EF as well.

**“ Individuals with ADHD
do not have a deficit
of attention; they have an
abundance of attention.
The challenge is
controlling it.”**

–Ned Hallowell, M.D.,
and John Ratey, M.D.

ADDITUDE celebrates ADHD Awareness Month 2021

ADHD Coming Into Focus

additu.de/awareness

<https://www.chadd.net/chapter/153>

Mercer County Chapter

Parent-to-Parent Trainings, support groups

<https://www.additudemag.com>

Additude Magazine

<https://www.add.org>

Attention Deficit Disorder Association

<https://adhd dude.com/>

ADHD Dude

<https://www.orderoochaos.com/>

Order Out of Chaos

<https://sethperler.com/>

ADHD information regarding EF

APPS THAT CAN ASSIST THOSE WITH ADHD WITH
CORE EXECUTIVE FUNCTIONING CHALLENGES:

<https://www.donefirst.com/>

<https://www.rescuetime.com/>

<https://freedom.to/>

<https://mint.intuit.com/>

<https://getgoally.com/>

ADDITIONAL TOOLS:

- 1. ALARMS, TIMERS- even moving clocks**
- 2. KEY FINDERS**
- 3. SHOWER CLOCKS**
- 4. WHITEBOARDS/STICKY NOTES**
- 5. WEIGHTED BLANKETS**
- 6. NOISE CANCELLING HEADPHONES**
- 7. PLANNERS (OUT OF ORDER CHAOS, PLANNER PAD)**
- 8. SENSORY ITEMS-WOVEN BRACELETS, SMALL FIDGETS**

Driven to Distraction: Recognizing & Coping with ADHD; Delivered From Distraction

Edward M. Hallowell, MD and John J. Ratey, MD

Thriving with ADHD Workbook for Kids..

Kelli Miller

Teens and Time Management

Leslie Josel

How to Do It Now Because It's Not Going Away

Leslie Josel

Hank Zipzer by Henry Winkler and Lin Oliver

Free Association, Where Mind Goes During Science Class by Barbara Esham

Cory Stories by Jeanne Kraus

Calm-Down Time (younger children)

Impulsive Ninja (younger children)

FAMOUS PEOPLE -ADHD

ABRAHAM LINCOLN

DAV PILKEY

JOHN F. KENNEDY

BILL GATES

ALBERT EINSTEIN

SCOTT KELLY

SIMONE BILES

EMMA WATSON

MICHAEL PHELPS

JENNY DEARBORN

SHAQUILLE O'NEAL

KATHERINE ELLISON

QUESTIONS?

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